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As part of the West Virginia phase of the Multi-State Teacher Education Project (M-STEP), the Pilot Center for Student Teaching was operated from 1966-68 to improve the laboratory experiences of student teachers through increased cooperative participation of five higher education institutions, the Kanawha County Public Schools, and the State Department of Education. (See SP 003 019.) Key characteristics of the Center plan include the employment of a Center Coordinator and an inservice program for supervising (cooperating) teachers. During the 1968-69 school year the Center (Kanawha County Center for Student Teaching) operated exclusive of M-STEP sponsorship (see SP 002 862), and M-STEP funds were used to conduct a series of dissemination meetings and activities to encourage the establishment of Centers in the Mercer, Wood, Harrison, and the Ohio county areas of the state. Action taken at several regional meetings and reaction to presentations at statewide meetings of the W. Va. Association of Student Teachers, the Council for Directors of Student Teaching, the State Advisory Council for Teacher Education, and the Academic Deans of W. Va. Colleges and Universities have resulted in the conclusion that a climate for acceptance for the Center concept of student teaching has been established in W. Va. (Included are evaluation instruments used in the Pilot Center Program and a preliminary draft of an agreement between participating institutions.) (JS)

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WEST VIRGINIA

Multi-State Teacher Education Project
(P.L. 89-10. Title V. Section 505)

Pilot Center for Student Teaching

SMALL PROJECT GRANT

SMALL PROJECT REPORT
March 20,1969

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

The complex pattern of the student teaching phase of teacher preparation and the cooperation inherent in all student teaching activity called for a collaborative effort on the part of five teacher education institutions, a county school system and a state department of education. The Pilot Center for Student Teaching represented an attempt to develop a new organizational structure for planning and implementing an improved student teaching program.

Recognition of responsibility for teacher education by the public schools along with the increasing willingness of colleges to admit the public schools into a full partnership will truly make student teaching the keystone of an effective teacher education program.

The M-STEP - Small Project Grant has helped make it possible for the personnel of the Division of Teacher Preparation to bring about a more complete understanding of the Student Teaching Center concept throughout the State. A new organizational structure and leadership pattern is in the offing.

Rex M. Smith
State Superintendent of Schools

PREFACE

It is recognized that the paramount consideration for the teacher preparation institutions, schools, supervising teachers and student teachers is the welfare of the pupils. Student teaching should in no way detract from a quality education, in fact, the proper utilization of the student teacher will result in an experience that benefits both the student teacher and the pupils.

A coordinated, cooperatively planned, financed and operated student teaching program where the colleges and the public schools are full partners will surely result in the preparation of more effective teachers for our public schools.

The purpose of this report is to provide information about the activities made possible by the M-STEP Small Project Grant. The report includes a brief description of the following: the M-STEP Multi-Institution Pilot Center for Student Teaching, operational during 1966-68; the Kanawha County Multi-Institutional Student Teaching Center; the dissementation meetings and activities; the efforts made to establish centers in other sections of the state; and the permissive legislation enacted.

The appendices include part of the evaluation devices used in the Pilot Center Program, the preliminary draft of an agreement form, and copies of selected correspondence pertaining to the activities of the project.

Additional copies of this report and copies of the following publications may be obtained from the Division of Teacher Preparation, State Department of Education, Charleston, West Virginia, 25305.

West Virginia M-STEP, Final Report, July, 1968

West Virginia M-STEP - Questions and Answers, March, 1969

Kanawha County Student Teaching Center, January, 1969

Guidelines for Student Teaching Centers (In Preparation)

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THE CENTER FOR STUDENT TEACHING

The Kanawha County Center for Student Teaching in Charleston, West Virginia is an outgrowth of a seven-state project, funded under Title V, Section 505, of Public Law 89-10, ESEA, known as the Multi-State Teacher Education Project (M-STEP).

The Project was formed as a result of concern expressed by persons responsible for teacher education in several states. A proposal was presented to the U.S. Office of Education suggesting the formation of a compact involving the states of Florida, Maryland, Michigan, South Carolina, Utah, Washington, and West Virginia. The proposed compact would seek ways to improve teacher education in the several states, particularly in the area of laboratory experiences. The proposal received the approval of the U.S. Office of Education in 1966 for a two-year period, and M-STEP came into being under the administration of one of the states submitting the proposal - Maryland. Dr. Howard Bosley of the Maryland State Department of Education was named Director of the Project, and Dr. Charles Franzen of South Carolina was selected as the Associate Director.

The M-STEP Project emphasized four major objectives: (1) development of laboratory centers; (2) production and use of video tapes; (3) development of cooperative intrastate leadership; and (4) effective interstate cooperation. The Departments of Education in each of the states assumed leadership roles in advancing various M-STEP phases. Consultative services from the central M-STEP office and the participating states were made available to member states in the pursuance of their specific objectives.

THE PILOT CENTER FOR STUDENT TEACHING*

M-STEP in West Virginia was directed toward the improvement of laboratory experiences in teacher preparation. This was done specifically through the development of a Pilot Center for Student Teaching. In the initial phase of the project, the Pilot Center was established in cooperation with the Kanawha County School System. The Director of the M-STEP Project in West Virginia, Mr. John Himelrick, served as the Director of the Pilot Center during the experimental period.

Approximately thirty students from five institutions were assigned to the Pilot Center for the student teaching experience which began in March of 1967. The institutions, representing a variety of educational types, included the following: Marshall University, a state university at Huntington; West Virginia State College at Institute; West Virginia Institute of Technology, a technical school with a secondary teacher education program at Montgomery; Concord College, a multi-purpose state supported institution at Athens; and Morris Harvey College, an independent institution located at Charleston, West Virginia.

An Advisory Committee composed of one representative from each of the participating higher education institutions, three representatives from the Kanawha County Public Schools, and one representative from the State Department of Education, was appointed to act as a policy-making group for the Pilot Center. Through a series of meetings this group directed the development of objectives and procedures for the student teaching experiences of the students assigned to the Center.

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*A complete description of the program is presented in the following publications: West Virginia M-STEP Final Report, July 1968
West Virginia M-STEP - Questions and Answers, March 1969

SPECIAL CHARACTERISTICS OF THE WEST VIRGINIA M-STEP CENTER FOR STUDENT TEACHING

Unique to the West Virginia M-STEP Center was the effort to combine and utilize the resources and special characteristics of five teacher preparation institutions - with tne diversity of purpose, program, and personnel afforded by inter-institutional cooperation - as well as the resources of a public school system and a state department of education. As was previously indicated, the Director of M-STEP became the Center Director. As coordinator of the Center, many of the responsibilities normally carried out by directors of student teaching and by college supervisors were assumed by him. Activities such as the assignment of student teachers, liason with cooperating institutions, and many supervisory functions previously exercised by college supervisors became responsibilities of the Director.

A major concern of the Pilot Center was the need to prepare supervising teachers for the increased professional responsibility which would become theirs under the Center concept. In order to provide for this, an intensive in-service program was implemented. This program was designed to meet the needs of both the beginning and experienced supervising teacher. Primary impetus in the development of the in-service program was provided by the Center Director. Cooperation by the public school resulted in released time in order that supervising teachers could be involved in the program. The Director, in his leadership role, channeled the resources which were utilized in the in-service program of the supervising teachers.

EXPECTED OUTCOMES

The Pilot Center for Student Teaching in West Virginia was operated under M-STEP for two years. It was expected that, during that time, the

following results would have occurred:

1. The recognition that the public schools have a responsible role to play in the professional development of prospective teachers.
2. That coordination of the student teaching program within a public school system will eliminate many overlapping activities of the school system and the colleges that are placing student teachers within the system.
3. That improved in-service programs for supervising teachers will result in more desirable laboratory experiences for student teachers.
4. That through cooperative sharing of experiences, the unique characteristics inherent in each cooperating institution will yield a stronger, better prepared student teacher.
5. That an increased awareness of the importance of professional laboratory experiences in the preparation of teachers be experienced by all members of the profession.
6. That the supervising teacher be recognized, through appropriate measures, as a superior teacher; one who is committed to the development of the profession.
7. The recognition that involvement at all levels, public schools, higher education, and the state, is necessary for continued professional development of beginning teachers.

THE KANAWHA COUNTY CENTER FOR STUDENT TEACHING*

The experience of the Pilot Center for Student Teaching under M-STEP has resulted in West Virginia's continuing commitment to the Center concept as a desirable way to bring about the improvement of the laboratory experiences. Continuous evaluation of the activities of the Center was carried out by the use of questionnaires circulated among the supervising teachers and the student teachers. This was done in order to determine their reactions to many of the activities which were implemented under the Center direction, especially with regard to seminars, in-service programs, workshops, and exposure to outside experts. Examples of the questionnaires utilized are found in Appendix A.

During the 1968-69 school year, the Kanawha County Center for Student Teaching came into operation exclusive of M-STEP sponsorship. The five cooperating institutions - Marshall University, Morris Harvey College, West Virginia Institute of Technology, West Virginia State College, and Concord College - continued their involvement with the Kanawha County Public Schools in their commitment to the Center concept for student teaching.

The Student Teaching Center Coordinating Committee replaced the Advisory Committee as the administrative arm of the Center. A full-time Coordinator was employed to carry out the duties of the former M-STEP director. (The Coordinating Committee make-up continued essentially as it had been under M-STEP.) An interpretation of the West Virginia Law prevented the public school system from paying a full-time Coordinator

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*Note: The publication, Kanawha County Student Teaching Center (Multi-Institutional) may be obtained from Mrs. Kathryn Maddox, Center Coordinator, Kanawha County Schools, 200 Elizabeth Street, Charleston, West Virginia 25311

to direct student teaching activities, so another method of financing was utilized. By agreement, Mrs. Kathryn Maddox, formerly a Kanawha County teacher and Marshall University faculty member, was placed on the staff of Marshall University for salary purposes, although she was completely freed from any University responsibilities in order to devote full time to her new position as Coordinator. It was further agreed that during the second semester of 1968-69, she would transfer to the faculty of West Virginia State College under the same arrangement. The other cooperating institutions agreed to pay a $500 fee, with an additional payment of $25 for each student placed in the Center. (See Appendix B for tentative contract form.)

Permissive legislation was passed in the 1969 session of the legislature which, effective July, 1969, permits the Center Coordinator to be employed by the Center, without resorting to such measures as were necessary to assure the continuation of the student teaching center. (Appendix C and Appendix D)

Other institutions which desired to become a part of the Center were to be permitted to join the Center under the same arrangements provided for the original participating institutions. In January, 1969, West Virginia University became a participant in the Kanawha County Center, and placed a number of student teachers through the Center Coordinator. A representative of West Virginia University joined the Coordinating Committee as a full partner in the Center, and the University agreed to contribute to the Center in the same manner as previously outlined.

That quality student teaching experiences are most desirable, and that the public schools have a responsibility to help provide for these experiences has been demonstrated by the Kanawha County public school

system to the extent that it has agreed to underwrite half of the costs of the Kanawha County Student Teaching Center for the school year 1969-70. The amount contributed by Kanawha County public schools next year will be in excess of $12,000.

THE COORDINATOR

The Center Coordinator is responsible to the Coordinating Committee of the Kanawha County Center for Student Teaching, and suggests ways and means to improve the functioning of the Center. The Coordinator is responsible, under the general direction of policies approved by the Coordinating Committee, for placement of all student teachers within the Center; provides for orientation procedures by which student teachers become familiar with the Kanawha County Schools, and, in particular, their own assignments; and acts as a resource person and liaison for both supervising teachers and college directors and supervisors of student teaching. The Coordinator, in effect, becomes the on-the-job, day-to-day representative of the student teacher, the supervising teacher, and college supervisor, the participating institutions, and the Kanawha County Schools. Additional responsibilities involve the Coordinator in a number of areas: as a contact person for the building principal in which laboratory experiences occur; as an individual who attempts to provide a responsive climate for the professional development of new professionals with those members not directly involved with the intern program; as a provider of seminar and other in-service programs for the supervising teacher; and as a public relations person whose job it is to sell professional responsibility and at the same time assure the public that this activity in no way adversely affects the education of their children.

Experience has shown that the Center Coordinator is the key to the successful operation of a student teaching center, and must be a truly dedicated, resourceful, thoroughly professional individual who is completely committed to the exciting prospect of developing new members of the teaching profession.

ADDITIONAL CENTERS

Experience with the Pilot Center for Student Teaching, and its outgrowth, the Kanawha County Student Teaching Center has resulted in West Virginia's continued commitment to the Center concept in providing laboratory experiences for the state's student teachers. The Division of Teacher Preparation and Professional Standards of the West Virginia Department of Education received additional funds from ESEA - Title V, administered through the M-STEP Project, in order that other areas of the state might be informed regarding the experiences resulting from the Pilot Center and the establishment of the Kanawha County Center. These funds made possible numerous activities and a series of meetings involving institutions in the state which prepare teachers, and the public school systems which cooperate with them in their student teaching programs.

One such meeting (November 4, 1968) involved two state colleges - Bluefield State College at Bluefield, and Concord State College - one of the institutions directly associated with the Kanawha County Center - at Athens, and leaders from three county school systems cooperating with the colleges student teaching programs: Mercer County, McDowell County, and Tazwell County, Virginia. The inclusion of the last named school system raised interesting possibilities with reference to interstate involvement in teacher education, with, of course, its attendant diffi-

culties. Interest in the possible formation of a center involving the above named colleges and school systems was indicated. The prospect of multi-county as well as multi-institutional involvement in a Center for Student Teaching posed complexities, which will require a great amount of understanding and cooperation if a successful Center is to become operational. Resource personnel for the meeting included Dr. James D. Thomas, Director of the Division of Teacher Preparation and Professional Standards, Joseph E. Flaherty, Coordinator of Preservice Education, Mrs. Kathryn Maddox, Coordinator of the Kanawha County Student Teaching Center and Lucille Armstrong, Social Studies Supervisor for the Kanawha County Schools. (Agenda in Appendix E)

RECENT ACTION - NEW CENTERS?

MERCER COUNTY

A major obstacle to a more rapid implementation of student teaching centers had been the aforementioned legal quirk which prevented fiscal arrangements between public schools and colleges for student teaching experiences. The passage of permissive legislation (Appendix D) to permit public schools to contribute to support of student teaching has resulted in Mercer County, led by Superintendent W.R. Cooke - taking active steps to establish a Center Advisory Committee, planning toward the employment of a Center Coordinator, and agreeing to submit a proposal for fiscal aid to the Center to the Board of Education of Mercer County.

Plans recently approved by the administration of the two colleges and the Mercer County Board of Education call for the establishment of a student teaching center involving Concord and Bluefield State Colleges, and the Mercer County School System. There is some likelihood that the Tazwell County, Virginia, School System might join the Center. As was

commented on earlier - the possibility of interstate cooperation in the operation of a student teaching center raised interesting - and challenging - questions.

The leadership demonstrated by Superintendent W.R. Cooke is salutary in view of the fairly recent reluctance of public schools to involve themselves in any phase of teacher education other than making some provision for "practice teaching."

The above comment is especially pertinent with regard to any attempt to involve public schools in teacher education "policy." It may also be restated that no little credit for effecting a positive change in attitude toward teacher education - and laboratory experiences in particular - is due the college personnel who have disengaged themselves from traditional isolated thinking, and welcomed the public schools as partners in the teacher education enterprise. The teacher education personnel of Concord College and Bluefield State College typify this "new" attitude toward teacher preparation.

THE WOOD COUNTY CENTER

In November, 1968, representatives of the institution placing student teachers in schools of Wood County, members of the administrative staff of the Wood County Schools, and State Department of Education personnel concerned with teacher education met in the offices of the Board of Education in Parkersburg. Institutions utilizing the Wood County Schools in their student teaching programs were represented. Included were Marietta College and Ohio University, two out-of-state institutions; West Virginia University, Glenville State College, and Marshall University. West Virginia Wesleyan also was represented at the meeting, since that institution planned to begin placing elementary student teachers in Wood County.

Two members of the Division of Teacher Preparation and Professional Standards, the Director of the Division, along with the Coordinator of Preservice and Continuing Education were present. The Wood County Superintendent of Schools, Dr. Daniel B. Taylor, along with his Assistant Superintendent, and the Director of Personnel, acted as host for the meeting. The Coordinator of the Kanawha County Student Teaching Center and a county supervisor from Kanawha County joined the group at the invitation of the Director of the Division of Teacher Preparation, State Department of Education, in order to explain the Kanawha County Center program, and act as resource personnel. (Appendix F)

The preliminary meeting, which emphasized the strained resources of Wood County, and a plea that the teacher education institutions "get together" resulted in a second meeting within the following two weeks. This meeting resulted in the establishment of the Wood County Student Teaching Center Advisory Committee, composed of one representative from each of the teacher preparation institutions, three members of the Wood County staff, and the Coordinator of Preservice Education as a State Department member, ex-officio. The composition of the Committee differed from the Kanawha County Coordinating Committee in that two institutions were located in Ohio, making the Council, in effect, bi-state. Certain difficulties seemed inherent in such an arrangement, although the members felt that, since it was a voluntary arrangement, the problems could be resolved.

Ground rules similar to those of the Kanawha County Coordinating Committee were adopted regarding voting, and other rules of order. Those problems which could be quickly solved, such as reimbursement of supervising teachers, were considered and acted upon. The appointment of

a Coordinator for the Center was the most difficult, although quickly recognized as the most important problem which needed solution. Since the Director of Personnel of the Wood County Schools had completed most of the preliminary work regarding student teacher placement for the remainder of the school year, he was asked to accept the post temporarily. It was recognized, however, that the appointment of a full-time coordinator would be a first order of business for the Committee. Questions regarding funding, and other procedural points were tabled until the institutional representatives could return to their campuses and receive the necessary authorizations to proceed further. Another meeting of the Council was scheduled in order that the important procedural questions whose solutions were so vital to the success of the Council could be considered.

The positive support of the Wood County staff, and the cooperation evidenced by the institutional representatives were hallmarks of the initial meeting of the Wood County Student Teaching Center Advisory Committee, and seemed to indicate the willingness of the public schools and colleges with teacher education programs to investigate the values which might accrue from the Center concept for laboratory experiences.

The Wood County educational leaders are to be commended for their commitment to the professional responsibility of the public schools in the development of new teachers. Probably the most heartening development resulting from the Center concept has been the recognition of responsibility for teacher education by the public schools, along with the willingness of colleges to admit into full partnership the public schools in the preparation of teachers.

MULTI-COUNTY, MULTI-INSTITUTIONAL CENTER

Concern was expressed by Directors of Student Teaching of four private institutions located in fairly close proximity to each other regarding such problems as student teacher placement, supervising teacher honoraria, and scheduling in three small county school systems and one fairly large urban system. Two state-supported institutions also placed student teachers in the area, adding to the significance of the issues already mentioned.

The State Department of Education, through its Coordinator of Preservice Education suggested a meeting of Directors of Student Teaching, and/or Chairman of the Departments of Education of the respective institutions to discuss the feasibility of utilizing the Center approach in attempting some solution to the obvious problems. At the very least, it was suggested, an Advisory Committee composed of representatives from the "competing" institutions, and, hopefully, representatives from the public school systems involved, could review and suggest solutions for problems where simple cooperation seemed to be all that might be necessary. Subsequently a meeting was held on the campus of Alderson-Broaddus College, one of the church-related institutions involved.

Others in attendance represented West Virginia Wesleyan College, Salem College, and Davis & Elkins College; all privately controlled, and Fairmont and Glenville State Colleges - two state supported undergraduate institutions.

The colleges represented agreed that a cooperative approach to matters regarding student teaching was imperative; that at the very least an Advisory Committee of college and public school people was necessary. It was suggested that in the low-density counties a committee might be all that was needed, while in the larger urban county a Center for Student

Teaching might be a practical undertaking. A meeting in January, 1969, saw representatives of the above mentioned colleges meeting with the superintendents or their representatives from Barbour, Upshur and Lewis County schools, and the Superintendent of Harrison County Schools - the previously mentioned urban population center.

A negative attitude on the part of some of the public school personnel was perceived at this initial meeting - an attitude that - in effect - implied that teacher education was the business of the colleges, and that public school people need not get involved.

HARRISON COUNTY

In view of the "climate", discussions at this time were not too productive. Follow-up meetings of the Coordinator of Preservice Education with individual members of the public school groups did result in a more favorable climate for student teaching being established. Plans have been made to meet with Superintendent of Schools James S. Gladwell, of Harrison County, to complete preliminary planning for a conference involving personnel from the affected colleges, along with members of the Harrison County staff, to determine the practicability of establishing a Student Teaching Center in cooperation with the county school system. A less structured Advisory Committee has been recommended to handle problems of mutual concern in the less populus county school systems.

MULTI-STATE, MULTI-INSTITUTIONAL CENTER?

Three institutions in the northern "panhandle" of the state have expressed interest in an exploratory meeting to discuss possible establishment of a Center for student teaching. Wheeling College - a Jesuit liberal arts college with a newly instituted, small, teacher preparation program for secondary teachers; Bethany College, a private church-related

institution of long standing in West Virginia; and West Liberty State College, a state-supported college with a strong teacher preparation program, are located within a 20 mile proximity to each other. The idea of a cooperative venture in student teaching in this area was especially interesting, since three states' public school systems - Ohio, Pennsylvania, and West Virginia, - are now utilized in the institutions' student teaching programs. Plans are now being made for an initial meeting of persons representing the above described interests - which meeting is being coordinated by the personnel of the Division of Teacher Preparation of the West Virginia State Department of Education. An exciting prospect for a multi-state, multi-institutional, multi-school system cooperative venture in preparing teachers is in the offing.

REGIONAL AND STATE-WIDE MEETINGS

The Annual Conference of West Virginia School Administrators at Jackson's Mill sponsored by the State Department of Education afforded an opportunity for the Division of Teacher Preparation to bring the states' superintendents "up to date" on activities regarding student teaching in West Virginia, M-STEP activities in the state, and the center concept for student teaching and its effect on the public schools. It was pointed out by Dr. James D. Thomas, of the State Department of Education, in his remarks to the public school leaders that theirs was a joint responsibility, along with college representatives, to select suitable schools for use as centers for student teaching. To be selected as a center for observation and student teaching, a school shall:

1. Have administrative and instructional leaders at the county level who are genuinely interested in the preparation of teachers and who will cooperate with the college in the teacher education program.

2. Have a faculty composed of competent teachers who have a high sense of commitment to the values which give integrity to teaching and a personal desire to participate in the student teaching program.
3. Have a principal and faculty who will accept the responsibility of interpreting to the community the importance of the school's role in the improvement of public education.
4. Include those grades, courses, and special groups that a student teacher may be required to teach according to the program he is completing and the certificate for which he is working.
5. Encourage experimentation and innovation.
6. Meet satisfactory standards of safety, heating, lighting, and ventilation.
7. Be equipped with an adequate library and up-to-date instructional aids e.g., maps, globes, charts, audio-visual equipment.
8. Hold first class accreditation by the State Department of Education. In selecting secondary school centers preference shall be given to schools which are accredited by the North Central Association of Colleges and Secondary Schools.

Dr. Thomas suggested that the student teaching program was designed "to assist teachers, school administrators, and college supervisors in understanding their roles in the laboratory phases of teacher education and to improve their competencies and skill in performing their roles" and

should be planned to assure the cooperating county board of education that:

1. Prospective teachers assigned to the school designated as a teacher preparation laboratory are selected through rigorous application of institutional standards which are designed to admit to student teaching only those persons who are well qualified.
2. Each student teacher accepts the principle that the welfare of the boys and girls in the school must come first at all times and that the student teaching arrangement is dependent on the principle.
3. Each student teacher recognizes that he is permitted to carry the delegated responsibilities of the student teacher only so long as his personal and professional conduct under the immediate direction of his supervising teacher and principal merits this consideration.
4. Be under the direction of a person employed specifically for the purpose of supervising student teachers.
5. Insure each student teacher full-time supervision by the supervising teacher, the college staff and the staff of the superintendent of schools for a period of not less than eight weeks.

MEETING OF ACADEMIC DEANS

The staff of the Division of Teacher Preparation of the State Department of Education took part in a meeting of the Academic Deans of West Virginia Colleges and Universities at Morris Harvey College in Charleston

called by the State Department of Education to discuss educational matters. The center concept, which encourages cooperation between public schools and colleges in order to provide more meaningful laboratory experiences for student teachers, and the permissive legislation to make such centers possible was discussed by Assistant State Superintendent, John T. St. Clair and Division Director, James Thomas. An opportunity was provided for the Coordinator of Preservice Education to describe his activities in acquainting college and public school personnel with the philosophy regarding student teaching as evidenced by the support given the center concept by the State Department of Education. (See Appendix G)

THE ADVISORY COUNCIL FOR TEACHER EDUCATION

During a meeting of the Advisory Council for Teacher Education, a duly constituted committee which functions as adviser to the State Department of Education on teacher education affairs, the Coordinator of Preservice Education was privileged to address remarks concerning the role of the State Department in supporting the Center concept for student teaching in West Virginia. It was pointed out that West Virginia is actively and positively encouraging public and higher education to move toward a closer cooperation in the provision of laboratory experiences in student teaching. The appointment of a staff member to work directly with student teaching activities, and to collaborate with college and public school people to effect better practices in this phase of teacher education is evidence of the State Department's concern for the improved preparation of teachers for West Virginia. The involvement of the Coordinator of Preservice Education as a voting member of this advisory group to the State Board of Education is also evidence of the high priority given to student teaching by the state's educational leaders. It is fitting to note that

the Advisory Council on Teacher Education has been actively supporting the center approach to laboratory experiences in teacher education, and has gone on record to this effect.

KANAWHA COUNTY CENTER FALL CONFERENCE

The Kanawha County Student Teaching Center and the State Department of Education acted as hosts to a number of college and public school people, student teachers, supervising teachers, administrative and supervisory personnel of the Kanawha County schools and members of the State Department of Education at a meeting in Charleston in October, 1968. A consultant, John Withall of Pennsylvania State University, demonstrated verbal and non-verbal communications patterns often used by teachers in the classroom to the assembled guests. Dr. James D. Thomas of the State Department of Education discussed the Center concept for providing laboratory activities in teacher education, and Superintendent of Kanawha County Schools, Walter Snyder, remarked on his school system's commitment to a meaningful student teaching experience. Great interest in the Student Teaching Center seemed to be generated by those not familiar with the Kanawha County Center. (See Appendix H)

WEST VIRGINIA UNIT - ASSOCIATION FOR STUDENT TEACHING

The West Virginia Unit of the Association for Student Teaching met on the campus of Fairmont State College on November 6-7, 1968. At this meeting, the State Department of Education made it possible for representatives of the Kanawha County Student Teaching Center Advisory Committee and featured speakers to present the Center concept to the assembled group. A formal prepared presentation was delivered by the Coordinator of the Kanawha County Student Teaching Center. Presentations by building principals and supervising teachers from the county where the center concept was

operational were sponsored by the State Department of Education. The enthusiastic support given this approach to student teaching was apparent in their presentations. It seemed obvious that the Center concept had met with approval from school building administrators, and that provision for student teaching through the Center, utilizing the leadership role of the Coordinator, was a much more acceptable way of providing for the student teaching experience in contrast to the "first come - first served" manner of assignment of student teachers here-to-fore being engaged in by college directors of student teaching. (See Appendix I)

COUNCIL OF DIRECTORS OF STUDENT TEACHING

An opportunity was presented at the Association for Student Teaching meeting at Fairmont for members of the Division of Teacher Preparation of the State Department of Education to interest a number of college and university directors of student teaching in arranging to meet together in Charleston. It was thought that a meeting for such a group could serve a very useful purpose by providing an opportunity for an exchange of ideas about the student teaching center concept, discussion of less innovative programs, and distribution of materials being utilized in the student teaching programs around the state. The State Department of Education's Coordinator of Preservice Education was active in making arrangements for a two-day meeting which was held in West Virginia's capitol city on December 7-8, 1968.

Representatives from each of the 17 colleges and universities engaged in the preparation of teachers were in attendance at the meeting. The meeting was highly successful and resulted in the formation of a permanent Council of the Directors of Student Teaching of West Virginia's Colleges

and Universities. The newly formed organization actively supported the enactment of the permissive legislation previously cited.

The need for personnel from all the states'teacher preparation institutions to get together occasionally and share ideas and concepts was heartily subscribed to by the involved personnel. The Council of Directors of Student Teaching - West Virginia Colleges and Universities has now scheduled its third two-day meeting for April 8-9, 1969. It seems that this cooperative approach to consider student teaching activities has become a permanent organization in teacher education in the state. (See Appendices J, K, and L)

REGIONAL MEETINGS

A series of regional meetings was arranged by the Division of Teacher Preparation of the State Department of Education for the purpose of disseminating appropriate information and materials to colleges and public school personnel concerned with teacher preparation programs and initial and renewal certification procedures for both new and in-service personnel at the K through 12 level. Topics such as the addition of endorsements, and the procedure for obtaining supervisor and administrative certificates were also discussed.

During these regional meetings, an opportunity was provided for the Coordinator of Preservice Education to address the educators present regarding the thrust of preservice laboratory experiences in teacher education. Emphasis was given to the cooperative approach to student teaching which is gaining wide-spread acceptance in West Virginia. The presentation included an overview of the M-STEP Pilot Center, the outgrowth of M-STEP as it is practiced in one operating Student Teaching Center, and the investigative activities going on in other areas of the state regarding

the center concept. Discussion of the supportive nature of both State Department and legislative activity occurs, and an attempt is made to generate interest in teacher education, new directions in preparation programs, and the pre-professional laboratory experience in particular.

In short, a deliberate effort is being made during these regional meetings to establish a climate in every area of West Virginia for the acceptance of new, innotative, and imaginative programs in teacher preparation and - especially where public schools are well represented - the student teaching center concept for provision of laboratory experiences for West Virginia's student teachers.

CONCLUSION

It is the conclusion of the Coordinator of Preservice and Continuing Education that the M-STEP Small Project Grant has been the vehicle by which a climate for acceptance of the Center concept for student teaching in West Virginia has been established.

College and public school personnel have shown increasing interest in a cooperative approach to the implementation of student teaching practices, and the Coordinator has received an ever warmer reception in his attempt to inform persons interested in and responsible for teacher education in West Virginia of the new and innovative activities occuring in the preservice preparation of teachers.

These are exciting times in education in general; in teacher education in particular, and in the laboratory phase of teacher preparation to be quite specific. It is the opinion of the Coordinator of Preservice Education for West Virginia that M-STEP has had a definite impact on the imaginative preparation of teachers; and the M-STEP Small Project Grant has had a lasting effect on teacher preparation in West Virginia.

Appendices

Appendix A

(First and last page of instrument)

M-STEP
Pilot Center for Student Teaching
Student's Evaluation of Student Teaching Experience

Name _____ Subject Area(s) _____

School _____ or Grade(s) _____

Date _____

PART ONE

Please examine the entire list of student teaching experiences carefully. Then rate each experience, individually, in terms of your response to this question: "To what extent was this experience provided to you during student teaching?" The degree to which this experience was provided is to be indicated by encircling one of six possible responses: No Extent, Limited Extent, Moderate Extent, Considerable Extent, Very Great Extent, Not Appropriate.

Code: NE - NO EXTENT
LE - LIMITED EXTENT
ME - MODERATE EXTENT
CE - CONSIDERABLE EXTENT
VG - VERY GREAT EXTENT
NA - NOT APPROPRIATE

TO WHAT EXTENT WAS THIS EXPERIENCE PROVIDED?

Column	1	2	3	4	5	6
1. ACTIVITIES IN CONNECTION WITH THE CLASSROOM AND INSTRUCTION						
A. Planning and Preparing:						
1. Resource units	NE	LE	ME	CE	VG	NA
2. Teaching units or long range plans .	NE	LE	ME	CE	VG	NA
3. Daily lesson plans	NE	LE	ME	CE	VG	NA
4. Individualized assignments (seatwork and homework).	NE	LE	ME	CE	VG	NA
5. Group assignments.	NE	LE	ME	CE	VG	NA

NOTE: Other areas included the following: Classroom organization and management, Guidance, Evaluation of pupils and utilization of audio-visual materials and equipment. Activities outside the regular classroom considered included: Attendance at meetings and programs, Student activities, Community functions, Supervision of playground and lunchroom, and other observations.

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(Last page of Student's Evaluation of Student Teaching Experience)

IV. The following persons observed my teaching and/or conferred with me concerning my work:

_____ Supervising teacher
_____ Principal
_____ County supervisor
_____ College personnel
_____ Others (please give position) _____

V. As I look back on my student teaching experience, the following are the aspects of it which were most valuable:

1. _____

2. _____

3. _____

VI. The following are the most outstanding difficulties which I encountered as a student teacher:

1. _____

2. _____

3. _____

VII. (a) Please state as concisely as you can your frank reaction to your student teaching experience.

_____

_____

_____

(b) How could this experience be made more meaningful to the student teacher? (Make specific suggestions.)

_____

_____

_____

VIII. To what extent do you believe you profited by being in the M-STEP Program as compared to your conception of a more traditional program?

_____ To no extent.
_____ To a limited extent.
_____ To a moderate extent.
_____ To a considerable extent.
_____ To a very great extent.

M-STEP

Pilot Center for Student Teaching

Seminar Evaluation Guide
(Each Session)

Date _____ Topic _____ Teaching Field _____

1. I found the seminar to be: (check one)

   _____ Essential
   _____ Much value
   _____ Some value
   _____ Little value
   _____ No value

2. The advance assignment and/or instructions were: (check one or more and explain briefly)

   _____ Clearly stated and complete
   _____ Unclear and confusing
   _____ Too long
   _____ Of little value
   _____ Other _____

   _____

3. My advance preparation was: (check one)

   _____ Adequate
   _____ Inadequate

4. Information and other items which might have been discussed in this seminar include the following:

   _____

   _____

   _____

   _____

5. Topics or problems I would like to have considered in a seminar include the following:

   _____

   _____

   _____

   _____

The Student Teaching Seminar

I. With respect to their value to you, rank (A-G) the seminar sessions. Rank A will have been the most valuable and Rank G will have been of less value than Rank F.

A. Planning - unit and daily lesson plans
B. Meeting individual differences
C. Learning principles and motivational procedures
D. Classroom management and discipline
E. Introduction and use of audio-visual materials
F. Professionalization and Organizational Trends
G. Pupil evaluation, reporting and parent conferences

Why was the seminar Ranked A the most valuable?

Why was the seminar Ranked G the least valuable?

II. Which of the following statements most nearly expresses your feeling about the balance of seminar time which should be spent in consideration of problem-centered as compared to subject-centered topics? (check one)

A. More time for problem-centered topics (e.g., actual discipline cases; problems with supervising teachers. . .)
B. Equal balance of time
C. More time for subject-centered topics (e.g., theoretical discussions of topics such as discipline, grading. . .)
D. About like this year

III. Which of the following statements best describe your feeling about:

A. The length of the seminar sessions
   1. should be longer
   2. should be shorter
   3. should remain the same

B. The frequency of the seminar sessions

   1. should be held more often
   2. should be held less often
   3. should remain the same

IV. Would you prefer that the seminar program be conducted:

A. within the school day
B. after school hours
C. half and half as we did this year

V. What subjects were not discussed in the seminar sessions which should have been? (Please be as specific as possible.) (If necessary, use other side of paper.)

(Essentially the same device as completed by student teacher - see Part II attached)

M-STEP
Pilot Center for Student Teaching
Supervising Teacher's Evaluation of Student Teaching Experience

Name _____ Subject Area(s) _____

School _____ or Grade(s) _____

Date _____

1. Please circle the number of student teachers previously supervised.

   1 2 3 4 5 more than 5

2. Please circle the number of years you have been engaged in teaching including the present year.

   1 2 3 4 5 6-10 11-15 16-20 21-25 26-30 more

3. Have you had, or are you now enrolled in, a college credit course in the supervision of student teachers?

   _____ No _____ Yes; where? _____

PART ONE

Please examine the entire list of student teaching experiences carefully. Then rate each experience, individually, in terms of your response to this question: "To what extent was this experience provided for the student during student teaching?" The degree to which this experience was provided is to be indicated by encircling one of six possible responses: No Extent, Limited Extent, Moderate Extent, Considerable Extent, Very Great Extent, Not Appropriate.

Code: NE - NO EXTENT
LE - LIMITED EXTENT
ME - MODERATE EXTENT
CE - CONSIDERABLE EXTENT
VG - VERY GREAT EXTENT
NA - NOT APPROPRIATE

TO WHAT EXTENT WAS THIS EXPERIENCE PROVIDED?

Column	1	2	3	4	5	6
I. ACTIVITIES IN CONNECTION WITH THE CLASSROOM AND INSTRUCTION						
A. Planning and Preparing:						
1. Resource units	NE	LE	ME	CE	VG	NA
2. Teaching units or long range plans . .	NE	LE	ME	CE	VG	NA
3. Daily lesson plans	NE	LE	ME	CE	VG	NA
4. Individualized assignments (seatwork and homework).	NE	LE	ME	CE	VG	NA
5. Group assignments.	NE	LE	ME	CE	VG	NA

M-STEP

Pilot Center for Student Teaching

Supervising Teacher's Evaluation of Student Teaching Experience
(Part II)

1. What, in your opinion, are the outstanding weaknesses in the M-STEP program or what disadvantages does it have which are not present in other student teaching programs with which you are familiar?

2. What, in your opinion, are the outstanding strengths of the M-STEP program or what advantages does it have which are not present in other student teaching programs with which you are familiar?

M-STEP

Pilot Center for Student Teaching

Supervising Teacher's Evaluation of In-Service Program

1. Listed below are the dates and major topics of the in-service meetings this semester. Please rank them in terms of their value to you as a supervising teacher with 1 being most valuable and 4 least valuable.

   _____ a. September 14 - Geary Student Union, Morris Harvey College
   "Orientation to M-STEP"
   _____ b. October 26 - Charleston House
   Viewing of Videotapes from Utah and South Carolina
   _____ c. November 16 - Horace Mann Junior High Library
   Working With and Evaluating Student Teachers
   _____ d. December 14 - Horace Mann Junior High Music Room
   Principles and Techniques in Evaluating Student Teachers - Writing Evaluations

2. Four of the objectives of the In-Service program are reproduced below. In each instance check the phrase which best describes the extent to which this objective has been accomplished with reference to you as a supervising teacher.

   Objectives

   A. To provide a forum for the exchange of ideas and information among supervising teachers, personnel from the cooperating teacher education institutions, other county staff members, and state department personnel.

      This objective was accomplished to:

      _____ a great extent
      _____ a considerable extent
      _____ a moderate extent
      _____ a limited extent
      _____ little or no extent

   B. To provide a forum for the sharing of ideas and common experiences among the supervising teachers.

      This objective was accomplished to:

      _____ a great extent
      _____ a considerable extent
      _____ a moderate extent
      _____ a limited extent
      _____ little or no extent

C. To provide instruction and information designed to increase the proficiency and promote the professional growth of supervising teachers.

This objective was accomplished to:

_____ a great extent
_____ a considerable extent
_____ a moderate extent
_____ a limited extent
_____ little or no extent

D. To provide opportunity for the supervising teacher to remain abreast of new developments, trends, and materials in the area of student teaching.

This objective was accomplished to:

_____ a great extent
_____ a considerable extent
_____ a moderate extent
_____ a limited extent
_____ little or no extent

3. If your answer to C above is anything other than "little or no extent", please state below the way in which the in-service program has enhanced your proficiency and/or contributed to your professional development as a supervising teacher.

4. List below any topics which you feel should have been covered in the in-service sessions.

5. List below your major criticisms of the in-service program.

Appendix B

AGREEMENT
(Draft copy - not officially executed)

This Agreement is made by and between Kanawha County Schools hereafter called "First Party", and Concord College, Marshall University, Morris Harvey College, West Virginia Institute of Technology, West Virginia State College, West Virginia University, all hereafter known as "Second Parties", and the State Department of Education, hereafter called "Third Party."

Whereas the parties hereto desire to participate in a program of teacher preparation and laboratory experiences to be known as the Kanawha County Student Teaching Center to be located at Charleston, West Virginia.

Now therefore, it is agreed between the parties as follows:

1. This Agreement shall become effective August 12, 1968, and shall extend through June 27, 1969, and may be renewed by the parties by mutual agreement.
2. The teaching program shall provide for full-time student teaching with enrollment, registration and credits to be handled by each of second parties in accordance with each of second parties procedures.
3. There shall be an advisory committee composed of the following voting members: One voting member shall be designated by each of second parties, one voting member from the State Department of Education, and three voting members designated by Kanawha County Schools, first party. Such advisory committee may also include such other members who may be invited to participate from time to time by the committee.
4. The advisory committee shall set policy and evaluate the program of the Center.

5. The advisory committee shall employ an administrative officer of the program to be known as the "Coordinator" who shall be directly responsible to the Committee and act as its secretary.

6. First party shall bill parties of the second part for services rendered, and receive all funds, and pay all expenditures other than for compensation of supervising teachers.

   Each of second parties shall assign students each semester to the Center for the purpose of full-time student teaching Second parties shall determine between first and second parties the number of students to be assigned from each of second parties' institutions. Second parties agree to pay to first party the sum of Five Hundred ($500.00) Dollars per annum. Second parties shall pay in addition the sum of Twenty-five ($25.00) Dollars per student teacher assigned. (Supervising teacher remuneration shall be continued by each party of the second part.)

   *During the current year, Marshall University and West Virginia State shall be excused from above payment since they have agreed to pay the salary of the Coordinator for 1968-69.

7. The advisory committee, may assign to the Coordinator such other and further duties as may promote the efficient operation of the Center including but not limited to seminar programs for student teachers and such in-service programs for supervising teacher and other matters as may promote and develop the preparation program for Center participants.

8. Third party, with first and second parties to participate in the programs by providing support, material, and such other aid as may from time to time be required for the operation of the program.

IN WITNESS WHEREOF, the parties have set their hands as of this _____ day of _____.

Kanawha County Schools

By _____

Concord College

By _____

Marshall University

By _____

Morris Harvey College

By _____

West Virginia Institute of Technology

By _____

West Virginia State College

By _____

West Virginia University

By _____

State Department of Education

By _____

Appendix C

Division of Teacher Preparation
State Department of Education
Charleston, West Virginia
October 1968

1. Title: Cooperative Student Teaching Centers

2. Proposed Legislation: That permissive legislation be enacted which would permit teacher preparation institutions and county school systems to cooperatively organize centers to provide selected phases of the teacher preparation program such as student teaching or internship programs, instruction in methodology, and seminar programs for college students, first-year teachers, and supervising teachers.

3. Establishment of Need: There is a need for a full and equal partnership in the teacher education programs designed to prepare prospective teachers in West Virginia. Permissive legislation as proposed would help to bring this into being and would help to overcome the potential conflict when several institutions with different programs are placing student teachers in a given county. The student teaching center with a person employed to serve as a coordinator would help to achieve the following:

   A. To provide more efficient and effective organizational patterns for teacher preparation to meet the needs of an ever increasing student teaching population.

   B. To promote and encourage collaboration on the part of teacher education institutions, public schools, and the State Department of Education in developing quality student teaching programs.

   C. To provide in-service training for supervising teachers designed to upgrade their skills as supervising teachers.

   D. To strengthen the teacher preparation program by encouraging the implementation of existing standards for student teaching.

   The need for permissive legislation became evident when efforts were made to establish a cooperative multi-institution student teaching center to continue a federally funded M-STEP Pilot Center for Student Teaching which operated during 1966-68.

   Lack of enabling legislation and interpretations of current legislation would seem to make it illegal for a county to budget and expend funds specifically for teacher preparation activities. Interpretations have also been given that state institutions are not currently permitted to expend funds to a central fiscal agent (county school system) for employment of personnel and for implementation of programs.

4. Requirements for Implementation: Permissive legislation should be enacted which will permit the following: cooperative organization of centers; expenditure of county school system funds budgeted for facilities, personnel, and programs for mutually accepted teacher education activities; and the expenditure of institutional funds to the county (fiscal agent) for personnel and programs.

5. Projected Costs: The legislation proposed does not develop any new programs. It focuses on establishing a cooperative structure for this phase of teacher education in the state. Therefore, rather than requiring additional funds it may even reduce the amount of funds expended in this area by eliminating duplication of effort and providing for more efficient operation.

Appendix D

Permissive Legislation - An Excerpt from the Enrolled Senate Bill No. 203
(passed March 6, 1969; in effect July 1, 1969)

Institutions of higher education approved for teacher preparation may cooperate with each other and with one or more county boards of education in the organization and operation of centers to provide selected phases of the teacher preparation program such as student teaching or internship programs, instruction in methodology, seminar programs for college students, first year teachers and supervising teachers.

Such institutions of higher education and participating county boards of education may budget and expend funds for the operation of such centers through payments to the appropriate fiscal office of the county designated by mutual agreement of participating county school boards and higher education institutions to serve as the administering agency of the center.

The provisions of this section shall not be construed to require the discontinuation of an existing student teacher training center or school which meets the standards of the state board of education.

Appendix E

BLUEFIELD STATE COLLEGE

A G E N D A

Luncheon Meeting
November 4, 1968
12:30 P.M.

Welcome . . . . . .President Wendell Hardway
Bluefield State College

Purpose . . . . . Mr. I. L. Mitchell
Concord College

Brief Review of New Practices in Student Teaching . . Dr. James Thomas
State Department

Mr. Joseph Flaherty
State Department

Mrs. Kathryn Maddox
Coordinator of Kanawha
Center for Student Teaching

Mr. Donald Robinson
Instructional Coordinator

An exploratory discussion about how Concord College and Bluefield State College can work together with public school people to improve the training of teachers in Southern West Virginia.

Appendix F

M E M O R A N D U M

TO: Mr. Ira McDowell, Personnel Director
Wood County Schools

FROM: James D. Thomas, Director of Teacher Preparation
Joseph Flaherty, Coordinator of Preservice Education

SUBJECT: Meeting Scheduled for November 13, 1968

DATE: October 22, 1968

We are looking forward to the meeting with the representatives of Wood County and the area colleges that place student teachers in your schools. Arrangements have been made for a 12:30 luncheon (steak) at the Holiday Inn. A definite number is to be reported to them at 10:30 on the meeting date. Hopefully Dr. Taylor will be able to at least have lunch with us.

If agreeable with you, Mr. Flaherty and I might give a brief overview of student teaching problems and concerns prior to the identification and consideration of the problems and potential problems of immediate concern to the involved personnel. We would need approximately twenty minutes for this. I have a few overhead transparencies that might be helpful in this area. I am also trying to arrange for a county supervisor that has worked with student teaching to be present to participate informally in the discussion. It has been suggested to me that it might be desirable for Victor Berry, Regional Coordinator, to be present.

We will plan to meet with you at 9:00 a.m. prior to the meeting.

JDT:mh

cc: Mr. John T. St. Clair
Dr. Harry Straley

Appendix G

COLLEGE ADMINISTRATORS' MEETING
TEACHER PREPARATION AND CERTIFICATION

MORRIS HARVEY COLLEGE, JANUARY 31, 1969

1.	Opening Remarks	John St. Clair
2.	Approved Guidelines for Experimental Programs in Teacher Preparation	James D. Thomas
3.	Updating Institutional Teacher Preparation Programs - Procedures	James D. Thomas
4.	Progress Report on Student Teaching Centers	Joseph E. Flaherty
5.	Legislative Program	
	a. Funding Student Teaching Centers	John St. Clair
	b. Interstate Agreement on Qualification of Educational Personnel	Harry Straley
6.	Licensure by Examination	Noreita Shamblin
7.	1968-69 Agreements and Progress	John St. Clair
8.	Problems in Certification	Thomas J. McGinnis, Jr.
	a. Incomplete applications	
	b. "Fulfillment of requirements"	
	c. Prompt approval - dating	

Appendix H

M E M O R A N D U M

TO: Mr. John T. St. Clair, Assistant State Superintendent

FROM: James D. Thomas, Director of Teacher Preparation

SUBJECT: Kanawha County Student Teaching Center Meeting on October 30, 1968

DATE: October 28, 1968

The purpose of this meeting is to encourage the implementation of the ideas and concepts from the multi-institution student teaching center which was the federally funded M-STEP project of 1966-68.

Personnel to be involved include building principals from Kanawha County, representatives of the teacher preparation institutions in the state, and Kanawha County supervising teachers. Selected State Department of Education specialists have also been invited.

The program will include: consideration of the classroom climate and its effect on learning by Dr. John Withall; standards for student teaching programs and personnel; licensure of supervising teachers; etc.

JDT:slm

Appendix I

M E M O R A N D U M

October 29, 1968

TO: Mr. John T. St. Clair, Assistant State Superintendent

FROM: James D. Thomas, Director of Teacher Preparation

SUBJECT: State Meeting on Student Teaching, November 6-9, 1968

The purpose of this meeting is to give consideration to problems affecting student teaching in West Virginia. Special emphasis will be given to the organization of student teaching center councils. Consideration will also be given to the function and organization of student teaching centers by a panel of participants.

Presentations will be made by Dr. Duaine Lang, Mrs. Kathryn Maddox, Mr. Jack Corron, and Mrs. Barbara Clay. The last three named persons will present information regarding the involvement of county personnel in teacher preparation activities that are a part of the student teaching center.

JDT:slm

Appendix J

Tentative Agenda

State Directors of Student Teaching
Daniel Boone Hotel
Friday - December 6
Saturday - December 7

6:30 P. M. Friday - Dinner - Daniel Boone Hotel

Opening Remarks - Welcome - - - - - - - - - Dr. Benjamin H. Bailey
West Virginia University
Temporary Chairman
State Directors

Clarifying Remarks - Explanation of Initial Call for
Meeting of State Directors of Student Teaching

Arrangement of Agenda - Open - ended, for Friday Evening
Saturday A. M. December 7 - - - - - - - - - Dr. Larry Nuzum
Marshall University

The "Triple T" Project - Comment on
Project on the Training of Teachers
of Teachers Project Recently Approved
by USOE - - - - - - - - - - - - - - - - - - Dr. Philip Suiter
Marshall University

Discussion of Problems of Concern to All West Virginia
State Directors of Student Teaching
Remainder of Evening

Saturday Morning, December 7

2nd Session: Meeting - State Directors

12:30 P. M. - Luncheon

Appendix K

Tentative Agenda

Council of Directors of Student Teaching -
West Virginia Colleges and Universities
West Virginia Wesleyan College
Buckhannon, West Virginia
Friday - February 7
Saturday - February 8

6:30 P.M. Friday - Dinner - Jenkins Hall

Presiding ----------Dr. Benjamin H. Bailey
West Virginia University
Chairman, Council of Directors
of Student Teaching

Introduction----------Dr. Arthur E. Justice
West Virginia Wesleyan
Chairman, Department of Education

Welcome ----------Dr. Nelson M. Hoffman, Jr.
West Virginia Wesleyan
Vice President for Academic Affairs

7:30 P.M. - Meeting - Benedum Campus Center

Opening Remarks----------Dr. Benjamin H. Bailey

49th Annual Conference AST, Chicago
Report - Dr. Benjamin H. Bailey
Miss Boots Dilley, West Virginia Wesleyan

Position Paper - Waiver of Tuition
for Supervising Teachers----------Dr. William Ross
Glenville State College
Recommendations, Directions

Legislative Program - Progress Report - Joseph E. Flaherty
State Department of Education

Development of Agenda for Remainder of Meeting

Saturday Morning, February 8

8:30 A.M. - Coffee

9:00 A.M. - 2nd Session: Meeting - Council of Directors

10:30 A.M. - Break

12:30 P.M. - Luncheon

Adjournment

Appendix L

Tentative Agenda

Council of Directors of Student Teaching -
West Virginia Colleges and Universities
Morris Harvey College
Charleston, West Virginia
Tuesday - April 8
Wednesday - April 9

6:30 P.M. Tuesday - Maroon and Gold Room - Geary Student Union (Proceed thru cafeteria line - then to Maroon and Gold Room)

Presiding ---------- Dr. Benjamin H. Bailey
West Virginia University
Chairman, Council of Directors of Student Teaching

Introduction of Guests ---------- Mr. Wilmer Doss, Chairman
Department of Education
Morris Harvey College

Remarks ---------- Dr. James D. Thomas
State Department of Education

Position Paper - Waiver of Tuition ---- Dr. Billy Ross
(The Implications of the New Board of Regents) Glenville State College

Legislative Report ---------- Mr. Joseph E. Flaherty
Supervising Teacher Index State Department of Education

Student Teacher Evaluation Instruments - Discussion

Development of Agenda for Remainder of Meeting

Wednesday, April 9 - Room 318 - Geary Student Union

9:00 A.M. - 2nd Session: Meeting - Council of Directors

10:30 A.M. - Break

11:30 A.M. - Adjournment